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## REVIEWS

La Grèce Antique et la Vie Grecque. By A. Jardé. Paris: Libraire Ch. Delagrave (1914). Pp. 295.

This is one of those practical French books which have been appearing in recent years, like Masqueray's excellent *Bibliographie Pratique de la Littérature Grecque* (Paris, 1914), and Bornecque's *Rome et les Romains*, which deals with the same subjects on the Roman side as Jardé's work. These books cost only about three francs and can be highly recommended, as they give in a condensed form, with illustrations in many cases, all the necessary up-to-date elementary information about the subjects with which they deal.

Jardé discusses in the first three chapters geography, taking up the general character of Greece, the geography of continental Greece, the Peloponnesus, and the Greek colonies, and then giving the history of Greek colonization in Asia Minor, in the North, in Africa, Sicily, Magna Graecia, and the West; in Chapter III he discusses the topography of Athens, the Acropolis, the village, and the suburbs and ports. Jardé's views on topography are sane, on the whole, but he thinks that the Hecatompedon was restored without a colonnade after the Persian destruction in 480, but was destroyed again in 406. The Prytaneum was hardly in the old village to the south of the Acropolis, as is said on page 24, nor did the Pnyx have seats of wood (24). These of course are mooted questions, but certainly one could not see from Sunium the spearpoint and the top of the helmet of the Athenian Promachus on the Athenian Acropolis, and Pausanias did not say so.

Part II gives in less than twenty pages an excellent outline of the great events in Greek history, from the Neolithic Age to Justinian, followed by an account of the great names of Greek history.

Part III is devoted to literature (the epic, lyric, tragedy, comedy, prose including history, philosophy, oratory). Chapter III of this section takes up the Alexandrian Period, Chapter IV the Roman Period (from the first to the sixth century A. D.). On page 94 Plutarch and Dio Chrysostomus are wrongly put in the age of the Antonines.

In Part IV, Chapter I is devoted to the great periods and the great names of Greek art (Cretan, Mycenaean, Archaic—which begins, according to Jardé, in the eleventh century—, classical, Hellenistic); Chapter II to archaeology (the monuments, construction, the orders); Chapter III to sculpture; Chapter IV to paintings; Chapter V to the industrial arts. There are, however, no large marble statues in Cretan art (98), nor is the school of Argos represented by Myron (100), whose work is essentially Attic. The ecclesiasterion at Priene is square, and not a hemicycle, as at Miletus (104). There is no evidence that the background of Greek metopes was painted red (122).

The subject of Part V is Religion. Chapter I deals with the Gods, II with the Cult of the Dead and of Heroes, III with Religious Practices and Festivals, IV with the Great Sanctuaries.

Part VI, on Public Life, has eight chapters (I Political and Social Institutions of Sparta, II Political and Social Institutions of Athens, III Finances, IV The Army, V The Navy, VI Justice, VII Municipal Life, VIII International Relations).

Part VII, on Private Life, has seven chapters, dealing with the Family, Education, The Home, Dress, Food, Economic Development, and Metrology.

There is a good bibliography, an index of Greek words, and a general index. It would be difficult to find another book which gives so much useful information in such a brief space and so cheaply. The eighty-four illustrations are fairly good, though there is a chance for improvement here. So, for example, the illustration of the Erechtheum (15) is altogether too antiquated and gives no idea of the present appearance of the building.

THE JOHNS HOPKINS UNIVERSITY. DAVID M. ROBINSON.

## AN INDEX TO LEXICONS

A book which many may find useful is *Repertorium Lateinischer Wörterverzeichnisse und Speziallexika*, by Paul Rowald (Teubner, Leipzig, 1914). The material in its 22 pages falls into three groups. Under A (5-8) there are five subdivisions: Lexika, die den Wortschatz der ganzen Literatur sammeln, nebst Addenda; Einzelbeiträge; Italische Dialekte; Mittellatein; Etymologische Wörterbücher. Under the first subdivision are listed e. g. the *Archiv für Lateinische Lexikographie und Grammatik*; Stephanus, *Thesaurus Linguae Latinae*; Forcellini-Pacciolati-De Vit, *Totius Latinitatis Lexicon*; Freund; Georges (part I of edition 8, A—Contentio, is listed); the *Thesaurus Linguae Latinae*; but Harpers' *Latin Dictionary* (Lewis and Short) is not named. Under the second subdivision we find De Ruggiero, *Dizionario Epigrafico di Antichità Romane*; Olcott's *Thesaurus Linguae Latinae Epigraphicae*; Weise, *Die Griechischen Wörter im Latein*; and S. G. Harrod, *Latin Terms of Endearment and of Family Relationship*. A *Lexicographical Study Based on CIL VI* (Princeton Dissertation, 1909).

Division B (9-10) gives Lexica and Indices Verborum zu Einzelnen Gattungen der Literatur. Division C (10-22) gives Specialwörterbücher zu Einzelnen Schriftstellern, nebst Ausgaben, die einen Index Verborum enthalten. Here the Latin authors for whom there are special lexicons or for whom Indices Verborum are to be found in the editions are named alphabetically, and the proper material is set down under each name. The lists here astonish one by their fulness; one gets a better notion of the immense amount of industry that has been expended along lexicographical lines.

American publications are not infrequently listed, e. g. Professor Wetmore's *Index Verborum Catullianus* (see THE CLASSICAL WEEKLY 6.124) and *Index Verborum Vergilianus* (see THE CLASSICAL WEEKLY 6.101-103, 109-111), and Lodge, *Lexicon Plautinum*. Unfortunately, prices are not given, and, apparently, no consistent effort was made to give detailed information concerning the compass and size of the various books listed (that is, the author seldom tells how many volumes there are in a work). In this part of the book the material listed consists, in the main, of Indices Verborum in various editions rather than of separate lexicons to authors. Some additions to the list can be made: e. g., under Caesar, H. Merguet, *Lexikon zu den Schriften Caesar und seiner Fortsetzer* (Jena, 1886); and, under Plautus, *Lexique de Plaute* (Louvain, 1900:

discontinued, however, after two parts, 152 pages, covering A—Adfero, had appeared). Since this work was published, Professor Cooper's Concordance to the Works of Horace has appeared (*THE CLASSICAL WEEKLY* 10.144).

The volume seems to be a companion to a volume entitled *Repertorium Griechischer Wörterverzeichnisse und Speziallexika* (Teubner, Leipzig, 1907). The latter work, however, I have not seen. C. K.

### A HANDBOOK OF PRIVATE SCHOOLS

A book not directly classical in character, but likely to be of service to classical (indeed to all) teachers is a volume of Sargent's Handbook Series, entitled, in its first edition (1915), *The Best Private Schools*, in its second edition (1916), *American Private Schools*. The main body of the former volume, in pages xxix + 468, contained, besides other matter, accounts of Boys' Schools (1-100), Girls' Schools (101-165), Special Schools (169-205), including such topics as Co-Educational Schools, Schools and Conservatories of Music, Schools of Art, Kindergarten Training Schools, Schools of Physical Education, etc., Private Schools of Canada (207-221), Summer Camps (223-264), Comparative Tables, whose purpose is "to present the most significant facts about each school in tabulated form so that schools of a region and a class may readily be compared" (265-403), Directories (405-446) of Educational Associations, Educational Periodicals, School Book Publishers, Teachers Agencies, etc., and, finally, an Index of Schools and an Index of Camps. The information about Schools is often interesting and most helpful. The second volume (604 pages) contained much the same matter, with some additions, such as short articles entitled *The New School Movement* (52-53), *The Year's Advance in Education* (54-62), *College Entrance Requirements* (63-65), *Measuring Educational Results* (66-71), *Recent Educational Literature* (72-78), *A Select Classified Reading List* (79-90). Another innovation is entitled *Who's Who in the Private Schools* (552-576). There is nothing to indicate whether this is a list merely of principals or aims to include all teachers. If the latter is its aim, the list is palpably incomplete.

Such a book as this may well be of great service—provided it sticks to facts. Personally, I think the first volume was better than the second, just because it gave nothing but facts about Schools. The inclusion of articles on the progress of education and the like is to be deplored; it will lead to the riding of hobbies or to the ill-considered approval, in the effort to be up-to-date, of the latest and loudest utterance of the educational faddist. Thus, on page 61, one of the most ill-considered statements of Dr. Flexner's pamphlet, *The Modern School*, is repeated, and the general plan of that School comes in for high favor. Why not show the scientific temper in education, as in other things, by making a new idea wait for approval till it has done something by which its merits can be judged (or its failure demonstrated)?

Another danger to which this book is exposed lies in the fact that it includes (yes, solicits) advertisements of the Schools it describes and the periodicals it names. Such advertisements, styled "Announcements", came at the end of the first volume; in the second volume they come before the Indexes.

The book is published by Porter E. Sargent, 50 Congress Street, Boston, and costs \$2.00. C. K.

### A MARYLAND OFFENSIVE

Last May, the Baltimore Classical Club, at the instance of Dr. Mary E. Armstrong, of Goucher College,

undertook an aggressive campaign for the Classics and appointed a Publicity Committee.

The aims of the movement, as formulated by Dr. Armstrong, are as follows:

"To create a spirit of unity among teachers of the Classics in Maryland.

To furnish a medium for the interchange of ideas about what to teach and how to teach it.

To help secure proper equipment for teachers in the remoter districts.

To show the public that the Classics should be cultivated both for their own sake and for their connection with modern life".

What has been accomplished may be stated thus:

(1) Securing the cooperation of enthusiastic workers throughout the State.

(2) Obtaining from the Public Library Commission a travelling library of forty helpful books, through the cordial good will of Dr. Bernard C. Steiner (see *THE CLASSICAL WEEKLY* 10.145). The books are on their travels and have been received gladly by teachers in various counties.

(3) The preparation of a Bibliography of about 250 titles compiled from the shelves of Baltimore Public Libraries, *THE CLASSICAL WEEKLY*, and other periodicals. In the case of the books, the library number is given; with the name of each article is given the reference, by volume and page, to the periodical in which it occurs. This very useful work was done by Miss Jessie M. Ebaugh, of Franklin High School, Reisterstown, Md.

(4) The purchase of 25 slides, illustrating the subjects of Secondary Latin, especially Caesar. These are sent to teachers on request.

(5) Considerable literature, including copies of *THE CLASSICAL WEEKLY*, furnished by the Editor, has been sent out. The Bibliography is furnished to all who ask for it.

(6) The active assistance of Mr. Samuel N. North, State Supervisor of High Schools, has been secured.

(7) On February 10, a Conference of Latin Teachers of Maryland was held by the Baltimore Classical Club. Teachers from all parts of the State, not already members of the Club, were guests at the Luncheon, and took active part in the Round Table that followed. Miss Annie S. Carter, Denton, Md., presided.

The topics were as follows: The Direct Method, Margaret T. Englar, Western High School, Baltimore; First and Second Year Latin, Raymond E. Staley, Boonsboro High School; Games and other Methods, Jessie M. Ebaugh, Franklin High School, Reisterstown; The Relation of Latin to Practical Life, W. W. Martin, Friends' School, Baltimore.

The Conference was held at the Friends' School, in the Assembly Hall, whose walls were covered with charts prepared by the Classical Department, under the direction of Mr. Martin.

By way of demonstration, a Cicero and a Catiline from the Western High School enacted a dramatization of the First Catiline Oration as prepared by a Committee of their class. Material was taken from Sallust as well as from Cicero. The Conference, playing the Roman Senate, bustled away from Catiline with proper abhorrence.

In addition to the charts made by the Friends' School, there were various other exhibits: games, Cybulski charts, a small archaeological collection, and an illustrated Life of Caesar, by a Second Year Class.

The Eastern High School, Baltimore, showed models of Roman furniture from a collection which the girls of that School have undertaken to make.

WESTERN HIGH SCHOOL,  
Baltimore, Md.

MARY B. ROCKWOOD.